

DRAFT CURRICULUM

IN THE SUBJECT OF

GEOGRAPHY OF PAKISTAN
(FOR FOREIGN STUDENTS)

FOR CLASSES
(IX-X)

Developed By

Directorate of Curriculum & Teacher Education NWFP,
ABBOTTABAD
April, 2003

DRAFT CURRICULUM

IN THE SUBJECT OF

GEOGRAPHY OF PAKISTAN
(FOR FOREIGN STUDENTS)

FOR CLASSES
(IX-X)

Developed By

Directorate of Curriculum & Teacher Education NWFP,
ABBOTTABAD
April, 2003

LIST OF CONTENTS

| S. No | Contents | Page No. |
|-------|----------------------------|----------|
| 1 | Preface | 1 |
| 2 | Introduction | 2 |
| 3 | Objectives | 3 |
| 4 | Course out line | 4 |
| 5 | Text book | 6 |
| 6 | Instructional Material | 7 |
| 7 | Evaluation | 7 |
| 8 | Instructions for examiners | 8 |

PREFACE

A nation without means of reforms is a nation without means of survival. The best course to make reforms is always remain in education. The Federal Govt of Pakistan feels the need of modifying, revising and making abreast of time the curricula across the levels and subjects (I-XII). Form now in consonance of National Education Policy (1998-2010) already pure sciences, social sciences and languages curricula in two phases i.e 2002 AD and 2001 AD respectively have been designed and developed in collaboration with all 4 Curriculum Bureaux accordingly. This is the 3rd phase - 29 subjects yet 61 level is in operation.

The NWFP Curriculum & Teacher Education Directorate under the auspices of the Secretary School & Literacy Department and certainly in collaboration with Federal Ministry of Education, Curriculum Wing, Islamabad has convened various Provincial Draft Curriculum Development Committees meetings comprising working teachers, Subject Specialists, University/College teachers and Curriculum Developers to prepare the document in selected disciplines as per availability of financial assistance.

The curriculum development has always been remain continuous process. Indeed, to accomplish this titanic task one needs immense commitment, stout vigour and profound professional insight. Special gratitude to Almighty Allah that such head & heart qualities were found among the members of the committees and others engaged in the process.

We don't claim that this work is complete in all respect. However, the Ministry can ameliorate it through the modicum efforts of NCDC. Before going to depart I must like to appreciate to both committee members and all subject specialists plus officials for fulfilling the task despite the snags and limitation.

Umar Farooq
Director
Curriculum & Teacher Education
NWFP, Abbottabad

Introduction

Curriculum change is one of the growth points in education today. In essence it takes as problematic what should be planned, taught and learned in our schools. It is central and centralising study organised around the choices facing practitioner. To change curriculum is a recognition of the needs felt by practitioner for better ways of describing, explaining and justifying what goes on in educational programmes. The question what ought we to be teaching in our school to foreign students in lieu of Urdu compulsory because they do not know the language of Urdu. Govt. has decided that geography of Pakistan may be taught to such students. Pakistan geography holds in common with the other sciences both its contents and its methods. It distinguishes itself from other subjects by its approach.

The study of it will provide students learning experiences to know about Pakistan, a man who lives on physical earth that is different naturally from the rest of the world countries in climate, soils and land form. Pursuing different ways of life in different areas, people are modifying this earth as to bring to it such things just like roads, farms, cities and dams.

Furthermore, there are numerous other highly developed fields in Pakistan geography; the knowledge of these fields will enable foreign students to believe that Pakistan nation is dynamic and progressive and having capacity and capability of utilising natural resources in the most effective way.

Objectives:

After studying this course and taking part in different experiences arranged by the teacher of geography the students will be able:

- ☞ To develop an understanding of the subject.
- ☞ To understand the importance of Pakistan geography.
- ☞ To acquire working knowledge of maps charts etc used in the subject of geography.
- ☞ To develop awareness and positive attitude towards the day to day problem facing people which they are utilizing natural resources.
- ☞ To understand the history of the land of Pakistan.
- ☞ To comment on physical characteristics and location of Pakistan.
- ☞ To discuss factors in soil formation.
- ☞ To evaluate climatic conditions and weather of the country.
- ☞ To describe natural vegetation.
- ☞ To locate mineral resources of Pakistan
- ☞ To develop knowledge about irrigation system
- ☞ Describe electric power of Pakistan
- ☞ Exile human resources of the country.
- ☞ To understand functional landscape of big cities of Pakistan.
- ☞ To realise the pressure of over population on the resources of the country.
- ☞ To create the habit of taking part in healthy competition.
- ☞ To promote a sense of responsibility
- ☞ To develop love with Pakistan a country full of natural resources.

Course out line

IX-X

Historical perspective of the land:

- Muslim Rule in India
- Struggle for independence
- Internal problems and the recession of east Pakistan

Physical characteristics and location:

- The face of the land
- Major physical divisions
- Location in south Asia

Soils:

- Factors in soil formation
- Indus basin soils
- Mountain and sandy desert soils

Climate and weather:

- The seasons
- The climatic elements
- Climatic divisions.

Natural vegetation:

- Importance.
- Types of forest.
- Population growth and the future of nature vegetation.

Mineral resources:

- Coal
- Natural gas and oil
- Other minerals

Irrigation:

- Canal systems
- The Indus water treaty
- Mangla and Tarbela storage dams.
- Barrages of the Indus basin project.

Electric power:

- Power generation and consumption
- Hydro-electric power
- Thermal power stations
- Future developments

Human resources:

- Population
- Density and growth
- Rural and urban distribution
- Our resources and population bomb

Functional landscape of Pakistan cities:

- Industrial areas
- Commercial areas
- Residential areas
- Important cities

Map work:

- Representation of statistical data by line, graphs, dot and shade method.

TEXTBOOK

Papers

150 to 200

- * It should be in simple language
- * This course is for foreign students therefore, the language of the book should be English.
- * It should be in accordance with the objectives of course.
- * Logical sequence and chronological sequence may be given due attention.
- * Students who are going to study the course their previous knowledge and experiences may be honoured.
- * Each unit may be followed by exercises for the students.
- * Necessary maps, pictures, diagram may be given at the relevant parts of the book.

Instructional Material

Course is designed for foreign students, therefore, instructional material may be made available that student may be able to understand the concepts and should take interest in this new subject. Such type of material must include.

- Models
- Charts
- Maps
- Diagrams
- Specimen
- Minerals
- Instructional T.V
- Facility of using Internet.

Students Evaluation:

There should be examination of theory and also practical work.

| | | |
|-------------|---|-------------------------------|
| Total Marks | = | 100 |
| Theory | = | Essay type items = 40 % Marks |
| | | Objective = 40 % Marks |
| Practical | = | = 20 % Marks |

Instruction for examiners

- ➔ While setting the paper keeping into view individual difference within classroom. Every student may be given chance to attempt the paper according to his ability and work.
- ➔ Questions from each part of the course may be selected, to set paper from first or last part of the course is the violation of examination rules.